



School Results Report

2023-2024 School Year

West Park Elementary School



The Year in Review

Fast Facts:

3814-55 Avenue

Red Deer, Alberta, T4N4N3

Phone: 403-343-1838

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Website: <http://westparkelem.rdpsd.ab.ca/>

Principal: Lisa Spicer

Vice-Principal: Rhonda Sproxton

Student Profile:

- Pre-Kindergarten: 15
- Kindergarten: 33
- Grade 1: 53
- Grade 2: 55
- Grade 3: 58
- Grade 4: 56
- Grade 5: 55
- Total Student Population: 325
- EAL Students: 73
- First Nations; Métis; Inuit Students: 23

Staff Profile:

- Teachers: 16.5
- Classified Staff: 17
- Facility Services Staff: 1.6
- Total Staff: 35.1

New Directions:

Our first year with a Student Support Room was a huge success.

- We were able to add an additional Educational Assistant to support dysregulated students during intervention groups, which ensured our groups were able to stay on track and on task.
- More students were able to stay in the classroom throughout the day with individualized break times available to them.

Opportunities and Challenges:

Although we had a designated space for dysregulated students, the breakout spaces were not able to be built during the school year. We had to "close" our SSR when a student was dysregulated in order to preserve their dignity and to ensure everyone's safety.

A Year of Success:

All students were able to have a safe space to help them learn in the school. Our intervention groups during our designated literacy and numeracy time were responsive to individual student needs for all students in grades 1-5.

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Alberta Education Assurance Measures: Overall Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

School: 4452 West Park Elementary School

Assurance Domain	Measure	West Park Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	87.9	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.7	91.0	87.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.1	94.0	91.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.0	94.7	91.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.4	91.2	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.4	93.7	84.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: 52
- Grade 2: 52
- Grade 3: 56

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: 15 (Literacy) 19 (Numeracy)
- Grade 2: 19 (Literacy) 27 (Numeracy)
- Grade 3: 19 (Literacy) 18 (Numeracy)

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: 13 (Literacy) 16 (Numeracy)
- Grade 2: 14 (Literacy) 18 (Numeracy)
- Grade 3: 12 (Literacy) 17 (Numeracy)

Division Performance Measures

- Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
54	35	64.81

- Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
55	30	54.55

- Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

Number of Students	Students reading within one year of Grade Level	Percentage
56	38	67.86

- Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
53	39	73.58

- Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
50	35	70.00

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	78.00	70.27	73.81	78.95
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	70.83	80.26	80.43	79.44
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	96.15	100	100

- Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	90.00	86.49	88.10	84.21
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	80.56	77.63	80.43	70.09
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	96.15	95	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- We had a significant number of students enroll in our school after the September administration of the Alberta Education screening assessment. The numbers do not reflect the number of new students enrolled that were not assessed at the beginning of the year, which in turn skews the data.
- We have a significant number of students not reading within one year of their grade level.

Analysis:

- There is a drop in the number of students feeling able to understand and work with numbers in school. This is a broad question that will take further investigation.

Action:

- Due to the high number of EAL students in our lower grades, we have added a combined class to help meet the needs of the students.
- We are continuing with grade level designated literacy and numeracy time to support learners. This is supported with extra EA staff to support students with gaps in their learning.
- As we refine our UFLI programming, we will focus on ensuring students have the fundamental skills necessary for success in literacy.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.9	90.5	88.8	95.5	93.1

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.7	89.1	77.5	90.3	87.8

Division Performance Measures

● **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	100	94.56	92.86	94.74
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	97.22	94.74	95.65	93.46
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	96.15	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	98.00	100	92.86	92.11
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	84.72	86.84	94.57	87.85
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	100	100

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	96.00	100	100	89.47
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	84.72	84.21	93.48	85.98
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	95.24	100	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Our staff are comfortable with their ability to meet the diverse needs of the students in their classroom.
- All stakeholders are consistently happy with the students' social and emotional well-being at school.

Analysis:

- In collaboration with our Student Support Room teacher, our staff are able to ensure all students are able to manage big emotions within the school setting.
- We have consistently high results in regards to feeling safe, cared for, a sense of belonging and connected at school.

Action:

- We have implemented the use of:
 - pro-active breaks
 - break bins within the classroom
 - a common approach to helping dysregulated students in an inclusive school setting
 - relationships as the foundation for regulation
- We have a school-wide focus on kindness, including direct instruction, small group activities and school-wide recognition.

Division Goal***Student Success And Completion***

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.4	86.8	83.1	91.0	86.7

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.9	93.8	78.6	93.8	91.7

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.3	90.0	91.3	88.6	89.9

Division Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	1
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	94.00	94.59	97.62	84.21
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	83.33	82.89	86.96	86.92
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	90.48	76.92	80	89.66

- Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	92.00	94.59	97.62	100
Overall percentage of students who feel they will complete high school.	N/A	98.61	92.11	100	92.52
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	100	96.15	90	100

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	92.00	91.89	90.48	94.74
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	80.56	88.16	91.30	89.72
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	90.48	96.15	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Our concerted effort to focus on our Values for Learning and Life was impactful.
- Our work with Hannah Beach is infused into the culture of our school.

Analysis:

- All stakeholders are consistently satisfied with students' opportunities for character development and opportunities to achieve success.

Action:

- We will continue with our Character Education program, including the WITS program and our kindness focus.
- We will have students participate in our second "Moving on Up" day.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- We continue to ensure our Indigenous students are support culturally and academically at school
- We were able to hire extra Educational Assistants with our Jordan's Principle funding. This funding will continue into this next school year.
- We work to connect our Indigenous students to opportunities in the community.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **West Park Elementary School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the October 16, 2024 meeting of the School Council
- The School Results Report is posted on the school website at: <http://westparkelem.rdpsd.ab.ca/>



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